1. RATIONALE
Our Pastoral Care finds its authenticity in, and is modelled on the person of Jesus Christ, its focus, source of strength and inspiration. The responsibility of care is entrusted to all members of the school community. Recognising the dignity and uniqueness of each person, made in the image of God, the educator treats each with respect and love. The school community, grounded in the Gospel of Jesus is imbued with a sense of compassion, tolerance, forgiveness, reconciliation, and justice.

A school's discipline practice evolves from its Pastoral Care Policy insofar as each seeks to promote a respectful, secure and healthy environment in which students grow to be discerning, self-disciplined and contributing members of society. However, occasionally, behaviours are exhibited which are disruptive to the teaching and learning process, show disregard for school code of rules and conduct and/or threaten safety. Such behaviour has consequences which affect the student, other students, their families, staff or the school itself.

The Pastoral Care Policy of St. Patrick's Primary School, Swansea reflects the Diocesan Vision Statement: "Justice for All ...together in Christ", and is guided by the school's Vision: “Steadfast in faith and hop, our vision is to strive for the extraordinary by developing positive education which can transform lives and communities.”

2. AIM
To provide a happy, caring and compassionate school where social justice, respect, hope and other Gospel Values are reflected in all that we do.

3. IMPLEMENTATION
Pastoral Care in St Patrick's School is integral to and permeates the total environment and culture, reflects the Catholic ethos and contributes to the development of each member of the school community.

Aware of the contemporary personal and societal stresses affecting students, teachers, and their families, and the resulting effects on quality teaching, learning and classroom management, this school community aims to develop structures, policies, curriculum and procedures which support the individual student and all members of the school community.

Implementation, then, is through a commitment to:
- Development of quality relationships.
- Formation in self-discipline and responsibility.
- Pastoral programs.
- Comprehensive and inclusive approaches to teaching and learning.
- Supportive family/school relationships.
- Effective networks of care at school, parish, Diocesan and community levels.
• Co-ordinated and supportive organisational structure, policies, procedures and practices.

The Pastoral Care and Discipline Policy should be read in conjunction with existing documents issued by the Directorate of Catholic Schools, Diocese of Maitland-Newcastle, such as:

• Child Protection Code of Professional Standards for Catholic Schools Employees June 2005
• Child Protection Identifying and Notifying Child Abuse Policy July 1999
• Complaints Management Policy September 2006
• Enrolment Policy Statement January 2003
• Gifted and Talented K-12 Policy May 2004
• Pastoral Care Policy November 2002
• Special Needs Policy 2001
• Workplace Internet, Email and Network Usage Policy May 2005

Additionally, reference to the following is appropriate:

• Education Reform Act. NSW, 1990
• Education reform Amendment (School Discipline) Act, 1995
• Disability Discrimination Act 1992
• Anti-discrimination (Amendment) Act 19**

4. **SUPPLEMENTS TO THIS POLICY**

The following are supplements to, and should be read in conjunction with, this Pastoral Care and Discipline Policy:

• Behaviour Management and Resilience Statement (November 2005)
• Discipline Practices
• Flowcharts: Guidelines for Managing Incidents
• Principles of Management and Discipline
• Acceptable/Unacceptable Forms of Punishment
• School and Classroom Rules

5. **EVALUATION**

Because Pastoral Care is the very essence of our Catholic identity, it is important that this policy is constantly under review and be open to change, as too, do the circumstances of our existence change and evolve. However, we must not lose sight of the ideals to which we aspire, as outlined in our rationale and aim.

6. **DISCIPLINE PRACTICES**

The Discipline Practices here at St. Patrick's are centred upon the Gospel of Jesus:

• Each person is made in the image and likeness of God. (Genesis 1:17).
• Love is the focal point of Christian interaction. (1 Cor 13:1-13).
• I have come so that you may have life and have it to the fullest. (John 10:10).
• I want you to know that my Father is really ABBA... the tender God.(John 17:26).
• I want you to reach out and heal broken people. (Matt 8:1-5).
• Remember we grow together in community. (Matt 18:20).
Each member of our school community has a right and a responsibility to ensure that a respectful, secure, safe and healthy environment exists at St. Patrick's. Concern that the rights and responsibilities of all are respected and protected is essential. Additionally, disciplinary measures and sanctions should not be approached merely as punitive actions, but in the context of endeavouring to fostering responsibility and change. **Corporal punishment is banned** as a punitive measure at St. Patrick's Primary School, Swansea.

7. **KEY COMPONENTS OF DISCIPLINE PRACTICES**
   - CONSIDERATION - Thought for the feeling and property of others.
   - APPRECIATION - Thought for the effort of others.
   - COMMON SENSE:
     - Is it right or wrong?
     - Is it safe or dangerous?
     - Is it sensible or silly?
   - REASONED ACTION - A development of "common sense" to replace the impulsive action to obtain the best result.
   - SELF-CONTROL - Responsibility for own actions and a willingness to accept the consequences.

8. **KEY COMPONENTS OF RULES**
   i. **Playground rules**: Rules will be kept to a minimum, but as they may vary according to changing conditions will remain as a supplement to this document. Rules are necessary to cover safety, protection and organization.
   ii. **Classroom rules**: Classroom rules are the responsibility of the teacher using the room and organizing the class. Such rules are preferred to be developed where possible, through discussion with the pupils, so that an understanding of their necessity will be seen. When devised, a copy of the class rules should be displayed in the classroom. While at school, the pupil spends the majority of time with the class teacher, therefore, the major responsibility for guiding the pupil towards self discipline will remain with that person. However, contact with other members of staff both directly and indirectly is part of the normal school functioning. Greater efficiency in control and guidance towards self discipline will come from similar interpretation and application of rules and requirements by all members of Staff.

9. **PRINCIPLES OF MANAGEMENT AND DISCIPLINE**
   Misbehaviours can have many causes. Some of these causes can be discovered only by highly trained diagnosticians; most can be easily identified by teachers. When the cause of misbehaviour is eliminated, the misbehaviour usually stops. The four main causes of misbehaviour are: Learning Tasks, The Teacher, The Student, Other causes.
   i. **Learning Tasks**: Three important causes of misbehaviour are related to the task, or activities, of a lesson:
      a. **Fatigue**: The students become tired and seek rest or change of activity.
      b. **Boredom**: The activity fails to hold the students’ interest and they seek other things to do.
      c. **Frustration**: The activity is too difficult, resulting either in excess nervous
energy that takes the form of hostility or aggression or in withdrawal, 
apathy and regression to behaviour such as crying.
These three causes are easy to correct, and guarding against their occurrence prevents 
many behaviour problems.

ii. **The Teacher**: Four important causes of misbehaviour are related to the teacher:
   a. **Lack of clarity**: Students do not understand what is expected and therefore sit 
      idly or do inappropriate things.
   b. **Poor voice characteristics**: The teacher's voice is weak, grating, or whining. Some students cannot hear distinctly. Others may be made nervous by the quality of the voice.
   c. **Inconsistency**: The teacher is lax one day and strict the next or does not treat 
      all students fairly. The students become unsure about the limits of acceptable 
      behaviour and resentful about unfair treatment.
   d. **Poor classroom climate**: Serious misbehaviours often occur in classrooms 
      that are psychologically cold, that allow little activity, that do not involve 
      students in planning, that do not reward desirable behaviour.

iii. **The Student**: Four important causes of misbehaviour reside within the student:
   a. **Ignorance**: Students do not know what is acceptable behaviour and what is 
      unacceptable behaviour.
   b. **Mimicry**: Students imitate each other. Misbehaviour can be very contagious.
   c. **Habit**: Students often misbehave because of habits developed in other classrooms or outside school.
   d. **Displacement**: Some of the more serious misbehaviours such as aggression, 
      defiance and withdrawal result from pressures outside the school. Unloved children, and children who have experienced hardship as a result of parental separation, often find undesirable ways of securing attention or venting hostilities.

Teachers can do much to correct ignorance, mimicry and habit as causes of misbehaviour. They can do very little to correct unfortunate conditions outside the school. At best, they can hope to help students find suitable means for getting needed attention or releasing pent-up emotions.

iv. **Other Causes**
   Two other causes of misbehaviour are especially noteworthy:
   a. **Special events**: Holidays, athletic contests, special assemblies, and so on, often make students more excited and boisterous than usual.
   b. **The Unexpected**: Weather changes, fire drills, visitors, accidents, startling news, and so on, often unsettle students and make them unable to work at previously planned activities.

These causes of misbehaviour can be effectively neutralised and even used profitably through adequate advance planning.

10. **STUDENT MISBEHAVIOUR**
    Misbehaviour can be placed in seven main categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inattention</td>
<td>Day-dreaming, staring out window, squirming, reading something else,</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Talking</td>
<td>Whispering, interruptions, reading out loud, talking to neighbour or across the room, mumbling and humming to self.</td>
</tr>
<tr>
<td>Unruliness</td>
<td>Shoving, stomping feet, moving chairs, moving around room, laughing, calling out, making faces, jumping out of seats.</td>
</tr>
<tr>
<td>Aggression</td>
<td>Fighting, kicking, calling names, throwing things, bullying, being impertinent.</td>
</tr>
<tr>
<td>Attention seeking</td>
<td>Showing-off, clowning, teasing, aggravating others, telling tales.</td>
</tr>
<tr>
<td>Defiance</td>
<td>Refusal to obey, refusal to talk or move, talking back, doing the opposite of what is directed, writing hate notes.</td>
</tr>
<tr>
<td>Dishonesty</td>
<td>Cheating on assignments, tests and games, lying with intent to deceive, stealing.</td>
</tr>
</tbody>
</table>

11. **ACCEPTABLE FORMS OF PUNISHMENT**
   i. Eye contact, warning glance.
   ii. Calling child to order.
   iii. Verbal reprimand.
   iv. Withdrawal from group, either within confines of classroom, or removal to another classroom.
   v. Withdrawal of privileges, e.g. membership in representative teams, group rewards.
   vi. Work details: Pick up rubbish, gardening.
   vii. Being "kept in" for part of lunch hour and/or part of recess.
   viii. Extra written work set, if appropriate to misdemeanor.
   ix. Detention for serious breach of rule, e.g. fighting in the playground.
   x. Sent to Principal (for serious matters).
   xi. Parents called to school after consultation with Principal.

12. **UNACCEPTABLE FORMS OF PUNISHMENT**
    Teachers are directed NOT to:
    i. Deliberately humiliate any child.
    ii. Exclude any child from normal curricula activities over a long period of time, e.g., a child would not be excluded from Library lessons for a term.
    iii. Inflict any form of physical punishment.
    iv. Send any child to stand outside classroom while lesson is in progress for a prolonged period of time.

13. **TEMPORARY SUSPENSION FROM SCHOOL or IN-SCHOOL SUSPENSION:**
    In extreme cases, it may be necessary to suspend a child from attendance at school for a limited period. Such serious action would be taken if:
    i. The child concerned had a history of unacceptable behaviour and all normal disciplinary measures had proven ineffective.
    ii. The child's behaviour was such that the physical well being of other children or staff was placed in jeopardy.
    iii. Partial attendance, if the child’s behaviour is deemed such that all other measures have been ineffective then the child can be placed on a partial attendance for a selected period of time. This is to ensure that the child’s education is continued, but also to make sure that others safety is not compromised.
In the above situations, the child's parents and the Catholic Schools Office would be advised of the impending action.

14. **EXPULSION FROM SCHOOL**
This step is both final and irreversible. In a Christian school such as ours, it would signify that all that other disciplinary measures had been applied without adequate/necessary change in behaviour. It would also indicate that the needs of the child were such that the Christian school had nothing further to offer but to arrange placement of the child in a specialized environment. The Principal must communicate at length with the parents, teacher, parish priest, counsellors and Director of Schools before expulsion is implemented.

15. **COMPLAINTS & GRIEVANCES**
So that all parties are assured of a fair process and a just outcome in responding to matters of concern identified by students and/or parents, the school has adopted the Complaints Management Policy from the Catholic Schools Office to ensure that procedural fairness is followed.

16. **CLASSROOM/PLAYGROUND BEHAVIOUR AND CONSEQUENCE LEVELS**

<table>
<thead>
<tr>
<th>Leve l</th>
<th>Behaviour</th>
<th>Consequence</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>• Minor hands on and threats of hands on</td>
<td>• 1,2,3 Magic strategies applied with time out in classrooms</td>
</tr>
<tr>
<td></td>
<td>• Calling out</td>
<td>• Time out on the playground</td>
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<tr>
<td></td>
<td>• Continuous talking</td>
<td>• Time out in the classroom during lunch or recess</td>
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<tr>
<td></td>
<td>• Time wasting and off-task behaviours</td>
<td>• Collecting of rubbish and cleaning the playground.</td>
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<tr>
<td></td>
<td>• Minor unfriendly talk</td>
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<tr>
<td></td>
<td>• Minor swearing</td>
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<tr>
<td></td>
<td>• Minor disrespect to adults</td>
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<tr>
<td></td>
<td>• Incorrect use of equipment/resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 1,2,3 Magic strategies applied with time out in classrooms</td>
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<td></td>
<td>• Time out on the playground</td>
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<td></td>
<td>• Time out in the classroom during lunch or recess</td>
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<tr>
<td></td>
<td>• Collecting of rubbish and cleaning the playground.</td>
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<tr>
<td></td>
<td>• Parents notified at this level</td>
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<tr>
<td></td>
<td>• Involvement of Principal and or Assistant Principal</td>
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<tr>
<td></td>
<td>• Time out in another classroom – AP classroom</td>
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<tr>
<td>2</td>
<td>• Repeated level 1 behaviours</td>
<td>• Time out on the playground</td>
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<td></td>
<td>• Oppositional behaviour</td>
<td>• If appropriate incident notice written up.</td>
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<tr>
<td></td>
<td>• Unresponsive to teacher direction and to 1,2,3 Magic strategies or other</td>
<td>• Parents notified at this level by either the teacher or executive</td>
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<tr>
<td></td>
<td>strategies</td>
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<tr>
<td></td>
<td>• Unfriendly talk, swearing and inappropriate gestures</td>
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<tr>
<td></td>
<td>• Disrespect to adults</td>
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<tr>
<td></td>
<td>• Hands on</td>
<td></td>
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<tr>
<td></td>
<td>• Involvement of Principal and or Assistant Principal</td>
<td></td>
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<tr>
<td></td>
<td>• Time out in another classroom – AP classroom</td>
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<tr>
<td></td>
<td>• Time out on the playground</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• If appropriate incident notice written up.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Parents notified at this level</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>• Aggressive hands on</td>
<td>• Sent to the Principals office to work for a whole day/ several days</td>
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<tr>
<td></td>
<td>• Severe repeated oppositional behaviour</td>
<td>• Time off the playground for a</td>
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<td></td>
<td>• Bullying</td>
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<td></td>
<td>• Vandalism</td>
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<tr>
<td></td>
<td>• Vandalism</td>
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<tr>
<td>Repeated level 2 behaviours after time out with executive or being sent to another classroom twice in one week</td>
<td>Behaviour that threatens the safety of others</td>
<td>day/ several day</td>
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<td>---------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>In-school suspension</td>
<td>Out of School Suspension</td>
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<tr>
<td>Partial attendance</td>
<td>Exclusion from school</td>
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<tr>
<td>Meeting between class teacher, principal, parts at this level.</td>
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</tbody>
</table>